


## YEAR 6


## VISUAL STIMULUS TITLE: THE BE (VIDEO)

## KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
DREAMING	 AC   Australian CURRICULUM  ACELA1515	ENGLISH	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	<ul style="list-style-type: none"> <li>recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia</li> <li>recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example, the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours</li> </ul>	<i>The Be</i> is a Yirritja story told in Dalabon language from Central Arnhem Land in the Northern Territory. This animated Dreaming story includes full narration to assist teachers with enunciation of language words and songs and introduces Aboriginal language to students.
	ACAMUR091	MUSIC	Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music	<ul style="list-style-type: none"> <li>identifying and comparing how the elements of music are used and combined in different music styles from different cultures</li> <li>Considering viewpoints – societies and cultures: For example – How do different cultures use music? Why is this piece of music important in this culture?</li> </ul>	Aboriginal people have been connected by songs and language that are unique to each language or tribal group for thousands of years. The mysterious man in <i>The Be</i> knew the brothers' language and songs; therefore, he must have been connected in some way.

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## VISUAL STIMULUS TITLE: ABORIGINAL CULTURAL SITES MAP 3-6 (INTERACTIVE)



KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
ART STYLES	 AC   Australian CURRICULUM  ACAVAM114	VISUAL ARTS	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions	<ul style="list-style-type: none"> <li>exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art</li> <li>Considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience’s understanding of the artist’s intention? What made you want to touch this sculpture?</li> </ul>	There are many different Aboriginal art styles. These include X-ray art, Mimi art, stencilling, rock carvings and tree carvings. Carvings were made on flat, soft rock; or in rock overhangs. People, animal shapes, tracks and non-figurative designs like circles were common.
	ACAVAR117		Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	<ul style="list-style-type: none"> <li>explaining the artistic vision of artists from different contexts, particularly referencing the meaning their artworks convey, for example, Aboriginal rock art, graffiti art, Egyptian art</li> <li>Considering viewpoints – meanings and interpretations: For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist’s perspective about the environment? How did the audience react to the artwork when it was first displayed?</li> <li>analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others</li> </ul>	

## YEAR 6

## VISUAL STIMULUS TITLE: ANIMAL NAME ORIGINS MAP (INTERACTIVE)


## KNOWLEDGE

AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FOOD GATHERING	 ACELA1526	ENGLISH	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words	<ul style="list-style-type: none"> <li>using a dictionary to explore and use knowledge of word origins, including some Greek roots, to spell words</li> <li>learning about words from other languages, for example 'umbrella' comes from the Italian word ombrello, and the word for 'yabby' is derived from the Aboriginal word 'yabij'</li> </ul>	In early settlement times, European explorers would come across an unfamiliar animal and ask Aboriginal tribesmen what the animal was. Due to language barriers, what the explorers recorded was a mixed-up version of what they heard. The origins of many words and names of places within the Australian modern day language can be traced back to traditional Aboriginal language.
	ACELA1515		Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	<ul style="list-style-type: none"> <li>recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia</li> <li>recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours</li> </ul>	

YEAR 6					
VISUAL STIMULUS TITLE: TORRES STRAIT ISLANDS WEATHER SEASONS WHEEL (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
WEATHER SEASONS	 ACHASSK140	GEOGRAPHY	The world's cultural diversity, including that of its indigenous peoples	<ul style="list-style-type: none"> <li>investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time</li> </ul>	Torres Strait Islander people have close relationships with their islands and seas. By reading the indicators in the landscape, seasons and the environment, they can determine the best time to plant and harvest their food sources.
	ACSSU094	SCIENCE	The growth and survival of living things are affected by physical conditions of their environment	<ul style="list-style-type: none"> <li>considering the effects of physical conditions causing migration and hibernation</li> </ul>	Torres Strait Islander people tell the weather by looking at changes in nature, such as the migration and nesting patterns of birds, wind patterns, and the movement of constellations.
	ACELT1613	ENGLISH	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts	<ul style="list-style-type: none"> <li>recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events</li> </ul>	Torres Strait Islander traditional stories are commonly called legends instead of creation or Dreaming stories. Storytelling is an important part of the culture of the Torres Strait Islands. Many of their stories are related to the Tagai constellation of stars and their way of life as people of the sea.
YEAR 6					
VISUAL STIMULUS TITLE: TELL MY WHY (VIDEO)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
TOOLS, WEAPONS AND UTENSILS	 ACTDEK021	DESIGN AND TECHNOLOGIES	Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy	<ul style="list-style-type: none"> <li>considering traditional and contemporary methods of food preparation used in a variety of cultures, including Aboriginal and Torres Strait Islander methods</li> </ul>	Grandma Doris gives Sarah a family history lesson about how past generations of Aboriginal Australians lived together in harmony with the land before Europeans came to this country. She explains the tools and weapons they used, as well as how they collected and prepared food.
	ACHASSK135	HISTORY	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children	<ul style="list-style-type: none"> <li>investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions</li> </ul>	In the story <i>Tell Me Why</i> , Sarah's great-great-grandma Rosie was part of the Stolen Generations. This was a time when many Indigenous children and babies were removed from their families so Europeans could bring them up in white culture.


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## VISUAL STIMULUS TITLE: MORNING STAR (VIDEO)

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
CEREMONIES AND DANCE	 ACADRR038	DRAMA	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama	<ul style="list-style-type: none"> <li>• understanding that the drama of Aboriginal and Torres Strait Islander Peoples is unique to the Country and/or Place of a particular group or groups, while also considering the protocols for particular performance styles and traditions such as Aboriginal and Torres Strait Islander customary practices</li> </ul>	Indigenous Australian Victor Hood tells a very ancient story that is told in the Rembarrnga language in parts of Arnhem Land in the Northern Territory. The story is about a traditional funeral ceremony and ritualistic burial rite practices.
	ACADAR012	DANCE	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance	<ul style="list-style-type: none"> <li>• identifying and discussing meanings and significance intended by the choreographer's use of movement, space and energy, referring to their knowledge of the context in which the dance was created, for example, an Aboriginal or Torres Strait Islander dance, a Chinese ribbon dance, or a Sumatran tambourine dance</li> <li>• discussing social and cultural influences to recognise the role of dance and dancers in societies, cultures, environments and times, for example, conventions of a Kecak dance from Bali, or the protocols for performing Aboriginal and Torres Strait Islander dance, including when it is not able to be viewed</li> </ul>	Aboriginal people held special events where they dressed up in costumes and danced to tell stories, learn the law and keep the gods or spirits happy. These special events were called ceremonies.

## YEAR 6

## VISUAL STIMULUS TITLE: STOLEN GIRL (VIDEO)

KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
FAMILY LIVING	 ACPPS051	HEALTH AND PHYSICAL EDUCATION	Examine how identities are influenced by people and places	<ul style="list-style-type: none"> <li>discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds</li> </ul>	The children of the Stolen Generations were taught to forget their Indigenous heritage. The authorities believed that Indigenous children of mixed heritage needed to assimilate into white society and learn white customs in order to be accepted.
	ACHASSK135	HISTORY	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children	<ul style="list-style-type: none"> <li>investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions</li> <li>describing the significance of the 1962 right to vote federally and the 1967 referendum</li> <li>investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association)</li> <li>investigating the experiences of democracy and citizenship of migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions)</li> </ul>	From the early 1900s to the late 1960s, the Australian government passed policies that allowed authorities to take Aboriginal & Torres Strait Islander children of mixed descent (part Indigenous and part white) from their families. They referred to the children by the offensive term 'half-caste'. The children were sent to live in institutions, foster homes or missions. These children later came to be known as the 'Stolen Generations'.

YEAR 6					
VISUAL STIMULUS TITLE: CULTURAL EVENT CALENDAR (INTERACTIVE)					
KNOWLEDGE					
AREA	ACARA CODE	SUBJECT AREA	CONTENT DESCRIPTION	ELABORATION	TWA CONTENT
COUNTRY AND PLACE	 ACHASSK135	HISTORY	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children	<ul style="list-style-type: none"> <li>investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions</li> <li>describing the significance of the 1962 right to vote federally and the 1967 referendum</li> <li>investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association)</li> <li>investigating the experiences of democracy and citizenship of migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions)</li> </ul>	There are some days in the calendar year that are considered very important to Aboriginal & Torres Strait Islander people. These often commemorate significant events in the history of Indigenous people since British settlement. National Reconciliation Week celebrates the rich culture and history of the First Australians and is held from 27 May until 3 June each year. These two dates mark the 1967 Australian referendum relating to Indigenous Australians and the historic Mabo decision.
	ACHASSK137		The contribution of individuals and groups to the development of Australian society since Federation	<ul style="list-style-type: none"> <li>investigating the role of specific cultural groups in Australia's economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry)</li> <li>considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the Australian Dictionary of Biography or the Australian Honours lists)</li> </ul>	